



FIRE SERVICE INSTRUCTOR I

PRACTICAL SKILLS

CERTIFICATION EXAMINATION PACKET

(NFPA Standard 1041, 2012 Edition)

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Fire Service Instructor I Practical Skills Correlation Map (NFPA 1041, 2012 Edition)			
2012 Skill Sheet #	NFPA Section	Tasks	Certification JPR Final Exam Requirement: 5 Mandatory
DESCRIPTION: Program Management, Instructional Development, Instructional Delivery			
FSI 1	4.2.2	Assemble course materials	Mandatory
	4.2.4	Schedule instructional sessions	
	4.3.2	Review instructional materials	
	4.4.2	Organize classroom, lab or outdoor learning environment	
	4.4.4	Adjust presentation so learning outcomes are achieved	
	4.4.5	Adjust to learning styles, abilities and behaviors	
	4.4.6	Operate audiovisual equipment and demonstration devices	
	4.4.7	Utilize audiovisual materials	
DESCRIPTION: Instructional Development, Instructional Delivery			
FSI 2	4.3.1	Prepare instructional materials	Mandatory
	4.3.2	Review instructional materials	
	4.3.3	Adapt a prepared lesson plan	
	4.4.2	Organize classroom, lab or outdoor learning environment	
	4.4.3	Present prepared lessons	
	4.4.4	Adjust presentation so learning outcomes are achieved	
	4.4.5	Adjust to learning styles, abilities and behaviors	
	4.4.6	Operate audiovisual equipment and demonstration devices	
	4.4.7	Utilize audiovisual materials	
DESCRIPTION: Program Management, Instructional Delivery, Evaluation and Testing			
FSI 3	4.2.3	Prepare training records and report forms	Mandatory
	4.2.5	Complete training records and report forms	
	4.4.3	Present prepared lessons	
	4.4.5	Adjust to learning styles, abilities and behaviors	
	4.5.2	Administer oral, written, and performance tests	
	4.5.4	Report test results	
	4.5.3	Grade student oral, written, or performance tests	
	4.5.5	Provide evaluation feedback to students	
DESCRIPTION: Program Management			
FSI 4	4.2.3	Prepare training records and report forms	Mandatory
FSI 5	4.2.3	Prepare training records and report forms	Mandatory

Skill Sheet Packet Instruction

Purpose of the Skill Sheets

All skills listed in this packet are consistent with [NFPA 1041: Standard for Fire Service Instructor Professional Qualifications, 2012 edition](#). The Alaska Fire Standards Council (AFSC) provides these skill sheets as the basis for Fire Service Instructor testing and certification.

Description & Use

For certification purposes, the final skill examination will consist of a series of mandatory skill from this packet.

1. These skills sheets are for use by the Training Program Manager/Training Officer, or designee, and Fire Service Instructor I candidate. Use of this packet throughout a training course will assist in verifying candidate competency and completion of the [Fire Service Instructor I Training Record](#).
2. For eligibility to complete the final certification examination, a candidate must demonstrate competency in all skills during training.
3. This packet encompasses the requisite skills for Fire Service Instructor I for use during final testing for certification. Fire Service Instructor I courses material should utilize this packet to prepare candidates for the certification exam.
4. The final skills examination will consist of skills selected from this packet. A candidate must successfully perform each skill while being evaluated on performance competency by an AFSC examination representative.
5. The Certifying Officer will notify candidates which skills they will be required to complete at the start of the practical skills portion on the date of the examination.
6. The Training Officer/Training Program Manager or designee must complete and sign the Fire Service Instructor I Training Record for each candidate before a candidate can begin the final skills examination. The Fire Service Instructor I Training Record shall become a permanent part of the candidate's local training record, and this information shall be kept on file in accordance with local fire department procedures.

Grading Criteria and Critical Points

1. The Training Program Manager/Training Officer, or designee, shall evaluate all Fire Service Instructor I skill sheet elements throughout a course. There are no specific critical points designated within the practical skill sheets, and the Certifying Officer (CO) will require the candidate to repeat an individual practical skill station if *all* of the listed skill items on a selected sheet are not completed by the candidate.
2. The Certifying Officer (CO) will require the candidate to repeat final examination practical skill items if all listed skills are not completed.
3. Addressing real-time skills scenario's during the final examination is not always feasible and the Training Program Manager/Training Officer, or designee, shall ensure that the candidate can provide the Certifying Officer, or designated Evaluator, documentation of completed skill items listed on these pages. These skill sheets must be completed by the candidate prior to the final test date and available for review by the Certifying Officer.
4. Skill items listed on sheet *FSI I- 2, FSI I 4, and FSI I 5* must be addressed during the final examination evaluation. Skills listed on sheet *FSI I 1 and FSI I 3* cannot generally be addressed within the time constraints during the final examination, and the course Lead Instructor shall provide the Certifying Officer, or designated Evaluator, documentation of completed skill items listed on these pages. These skill sheets must be completed by the candidate prior to the final test date and available for review by the Certifying Officer.

Artificialities of Training and Testing

Training and testing at this level can only approximate on the job activities of an instructor. There are artificialities to training and testing for fire service instructors. In certain environments, the course Lead Instructor and the candidate must be able to adapt to simulations during the final examination to complete the required practical skills. The design of a Fire Service Instructor I course must enable the candidate to develop skills in a realistic teaching environment. The Training Program Manager/Training Officer, or designee, must prepare the candidates for situations that may occur throughout the training and testing environment.

Final Skills Evaluation

The AFSC designated Certifying Officer (CO) conducts the final examination and has the overall test site authority. The CO is required to perform his or her duties as outlined in the [Certification Policy Manual](#).

For preparation of the final examination, the designated CO must communicate with the Test Site Coordinator to ensure an adequate test site location is available. The Test Site Coordinator is responsible for preparation of all test site equipment/materials and arranging designated evaluators for the date of the practical examination. The CO must verify that all required elements are adequate for testing and will approve all designated Evaluators. Designated Evaluators shall receive training appropriate for the test site and are required to complete an [Evaluator Code of Ethics Compliance](#) agreement before testing begins.

The completion of each job performance requirement in the FSI I Training Record is required before certification testing. The course Lead Instructor is responsible for the completing the candidate Training Record prior to the final exam. Due to time constraints during the final examination, the candidate cannot perform some skills in the presence of the Certifying Officer. The Training Program Manager/Training Officer, or designee, shall ensure the candidate completes all skill items and provides documentation for final evaluation by the CO. The CO shall sign the completed final examination packet.

Additional Notes on Final Evaluations:

1. Candidates shall be dressed in accordance with their department policy and procedure during the final practical examination.
2. A candidate shall perform all related skills correctly.
3. Some skill evaluations may include a time limit. An Evaluator may use a digital or analog watch/stopwatch for final skills evaluation. Prior to the start of the practical examination, the CO must inspect and approve all timing devices used during final skills evaluations.
4. Some skills may require the use of equipment or documentation for the final presentation. Unless otherwise indicated, it is permissible for the candidate to prepare or assemble the required equipment or paperwork at any time, if this does not interfere with the core skill, task, or evolution.
5. Candidates must be prepared to complete skills under a variety of conditions. Optimal conditions often exist during training and skills practice, but candidates must be prepared to adapt to changing conditions that can occur in actual instructional situations. The Evaluator ultimately determines if the candidate has met the criteria specified on the skill(s) under evaluation.
6. For final examination, the performance of a skill, task, or evolution is not required to be done in the exact order of the steps (as outlined on the skill sheet), unless it is critical to a particular task. For example, a person must don turnout gear before donning an SCBA.
7. Some skills may require that a candidate verbalizes information about a particular task or procedure. In such cases, any question(s) from the Evaluator to the candidate must be limited to those that satisfy the criteria listed on the skill sheet, and a question cannot exceed the scope the Airport Firefighter requirements.

Fire Service Instructor I Course and Final Evaluation Forms

Following is a brief outline of the reference materials and forms for use at an FSI I final skills evaluation.

FSI I Course Material Reference

- a. NFPA 1041, 2012 edition
- b. FSI I Text/Curriculum
 - IFSTA, *Fire and Emergency Services Instructor*, 8th Edition; **OR**,
 - Jones & Bartlett, *Fire Service Instructor: Principles and Practice*, 3rd Edition
- c. FSI I Training Record (this must be completed and signed off by the Training Program Manager/Training Officer, or designee,)
- d. FSI I Practical Skills and Final Examination Packet

Final Skills Examination

- a. Candidate *Training Record is reviewed by the CO to ensure all elements have been completed
- b. Candidate completes the written and practical examination administered by the CO
- c. Certifying Officer reviews and signs *Final Examination Packet for each candidate
- d. Certifying Officer transfers pass/fail information to the [Practical Examination Report Form](#)
- e. Written exam, Practical Examination Report Form and signed application are forwarded to AFSC
- f. AFSC FSI I certificate is issued upon successful completion of the written and practical exam

**Note: The Training Program Manager/Training Officer, or designee, shall file the candidate's completed Training Record in accordance with local agency procedures.*

ALASKA FIRE SERVICE INSTRUCTOR I PRACTICAL SKILLS EVALUATION PACKET

NFPA 1041- 2012 Ed.

JOB PERFORMANCE REQUIREMENTS

FSI I- 1

Candidate:		Date:	
Lesson Topic:			
Start Time :	End Time:	Total Time:	
STANDARD: NFPA 1041, 4.2.2, 4.2.4, 4.2.5, 4.3.2, 4.4.2, 4.4.4, 4.4.5, 4.4.6, 4.4.7		SKILL AREA: Program Administration	
TASK: The Candidate shall present a 15-20 minute block of instruction to include the preparation, presentation, application, and evaluation steps of the Four Step Method of Instruction.			
PERFORMANCE OUTCOME: The candidate shall assemble course materials; review instructional materials; schedule training sessions; organize the classroom, lab, or outdoor learning environment; adjust presentations so learning outcomes are achieved; adjust to learning styles, abilities and behaviors; and operate and utilize audio visual equipment and demonstration devices			
EQUIPMENT: Local AHJ SOP/SOG, budget policy, and other related forms			
Conditions: Given a specific topic, a prepared lesson plan, necessary training aids, students, and an adequate teaching environment the candidate shall demonstrate the ability to meet the JPR's defined in sections 4.2 through 4.5.			

PROGRAM MANAGEMENT							
No.	Task Steps	TEST		RETEST 1		RETEST 2	
		P	F	P	F	P	F
Materials:							
1.	Obtained and assembled course materials, resources, and equipment. (4.2.2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Reviewed and adapted elements of the lesson plan, learning environment, and resources (4.3.2,)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Schedule training sessions in accordance with local procedures (4.2.4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classroom Management:							
1.	Organized classroom with consideration given to lighting, distractions, climate control/weather, noise control, seating, audio visual equipment, teaching aids, and safety are considered.. (4.4.2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Adjusted presentation to achieve learning outcomes and adjusted to differences in learning styles, abilities, cultures, and behaviors. (4.4.4; 4.4.5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Audiovisual:							
1.	Pre-inspect audiovisual equipment. (4.4.6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Demonstrate familiarity with equipment controls and aspects of projection. (4.4.6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Demonstrate familiarity with media types, limitations, and selection criteria and correctly used the type of audiovisual equipment provided. (4.4.7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Demonstrate transition techniques within and between media. (4.4.7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

NFPA 1041, 2012 ed. section references shown in parentheses.

ALASKA FIRE SERVICE INSTRUCTOR I PRACTICAL SKILLS EVALUATION PACKET

NFPA 1041- 2012 Ed.

JOB PERFORMANCE REQUIREMENTS

FSI I-2

Candidate:						Date:	
PREPARATION							
No.	Task Steps	TEST		RETEST 1		RETEST 2	
		P	F	P	F	P	F
	Student Preparation:						
1.	Introduce subject matter. (4.3.3, 4.4.3, 4.4.5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Explain why material is important. (4.4.3, 4.4.5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Explain how material will be useful. (4.4.3, 4.4.5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Establish rapport with students. (4.4.3, 4.4.5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Explain objectives. (4.3.3, 4.4.3, 4.4.5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PRESENTATION							
No.	Task Steps	TEST		RETEST 1		RETEST 2	
		P	F	P	F	P	F
Classroom Presentation:							
1.	Adapt a prepared lesson plan to present new skills, concepts, and /or procedures according to lesson plan. (4.3.3, 4.4.3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Guide Student toward meeting objectives and adjust to learning styles, abilities and behaviors. (4.4.5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Review instructional material and adjust presentation to changes in class environment. (4.3.2, 4.4.5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Adjust presentation so learning outcomes are achieved (4.4.4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructional Materials:							
1.	Prepare instructional material and review content and organization of projectable and/or non-projectable instructional materials. (4.3.1, 4.4.2, 4.4.6, 4.4.7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Present projectable and/or non-projectable materials at the logical point in the lesson. (4.4.6, 4.4.7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Introduce projectable and/or non-projectable materials. (4.4.2, 4.4.6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Relate projectable and/or non-projectable materials into the lesson material. (4.4.7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication:							
1.	Voice is clear, effectively pitched, and well modulated. (4.4.3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Speech is reasonably free of language errors. (4.4.3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Style is reasonably free of mannerisms materially detracting to teaching effort. (4.4.3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Safety:							
1.	Communicate safety responsibilities and/or considerations to students. (4.4.2, 4.4.5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Demonstrate practices/ procedures safely to students.(4.4.2, 4.4.5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Include safety practices and procedures in the practical skills testing of students. (4.4.2, 4.4.5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

* NFPA 1041, 2012 ed. section references are shown in parentheses.

ALASKA FIRE SERVICE INSTRUCTOR I PRACTICAL SKILLS EVALUATION PACKET

NFPA 1041- 2012 Ed.

JOB PERFORMANCE REQUIREMENTS

FSI I-3

Candidate:					Date:			
APPLICATION								
No.	Task Steps	TEST		RETEST 1		RETEST 2		
		P	F	P	F	P	F	
Student Application of Learning and Feedback:								
1.	Provide students an opportunity to perform under supervision. (4.4.3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.	Coach student. Check for and correct any errors. (4.4.5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.	Emphasize and review key procedures, sequences, and concepts. (4.4.3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.	Encourage students with productive feedback. (4.4.5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

EVALUATION STEP							
No.	Task Steps	TEST		RETEST 1		RETEST 2	
		P	F	P	F	P	F
Testing and Evaluation:							
1.	Test key points using oral questioning techniques. (4.5.2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Administer written and practical test. (4.5.2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Grade student oral, written, or performance tests. (4.5.3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Report test results. (4.5.4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Evaluate student performance and provide timely, objective, clear, and relevant feedback to student. Provide suggestions based on data received from exams or evaluations.(4.5.5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Maintain the security of test and evaluation materials. (4.5.2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ADMINISTRATION							
No.	Task Steps	TEST		RETEST 1		RETEST 2	
		P	F	P	F	P	F
Record Keeping:							
1.	Complete training records, report forms, and accurately record test results in accordance with department procedures, and appropriately report unusual circumstances. (4.2.3, 4.2.5, 4.5.4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Evaluator:		<i>Retest Evaluator 1:</i>	
		<i>Retest Evaluator 2:</i>	
Comments:			

_____ *Certifying Officer Name* _____ *Date*

_____ *Certifying Officer Signature*

Overall Skill Sheet Result:

Pass: ☐ Fail: ☐

Sample Training Record

Standard: NFPA 1041, 2012 Edition, 4.2.3 (B)

Note: The candidate must complete this training record, or a similar document, after the practical session and evaluation is complete. A training record must be attached to the AFSC Skill Sheet Final Exam packet.

Course/Subject Title: _____

Instructor Name: _____ Number of Students: _____

Training Location: _____ Training Date: _____

Equipment/Training Aids Used: _____

Describe the Training Given: _____

Evaluator Signature

Certifying Officer Signature

FSI I- 5

Standard: NFPA 1041, 2012 Edition, 4.2.3 (B)

REFERENCES:	
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